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AUTHOR McKee, Craig W.
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ABSTRACT

The document describes a thesis project which focused on the development of a teacher resource guide as an aid in high school instruction of Iowa history. The objective was to increase students' awareness of Iowa through an examination of the state's current and past development. The project is presented in five chapters. Chapter I states the problem, which was to provide a useful tool for teaching Iowa history. It discusses the purpose, rationale, need, delimitations and limitations, procedure, and organization of the project. Chapter II reviews recent and related Iowa history literature and notes the current lack of organized units particularly in secondary schools. Chapter III, the bulk of the document, presents the resource guide itself. Background information and bibliographies emphasizing primary source and local history materials cover ten topics influencing Iowa history: geographical setting, archeology, trapping and trading, the territorial period, politics and government, the Civil War, post-Civil War, farm and labor, the Depression, and journalism. Suggested activities focus on uncovering further local and oral history sources. Chapter IV presents a unit which considers comtemporary political and economic power and influence in Iowa and the United States. Chapter V provides the summary, conclusions, and recommendations, noting areas not covered by the project, and that periodicals provided the bulk of the material. It recommends that the guide be classroom tested, and that someone should use the references to write a definitive Iowa history text. (CK)

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A RESOURCE GUIDE FOR IOWA HISTORY INSTRUCTION

A Project

Presented to

The Faculty of the Department of Curriculum

The University of Southern California

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

SP 012 655

by

Craig W. McKee

Spring Semester 1978

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Chapter 1

THE PROBLEM

This project was undertaken to provide a useful tool to the teacher of Iowa history. Provision of a resource guide for the instructor's use helped enrich the course of study for the students. It represented the first small step in the eventual revision of the Iowa history curriculum for secondary schools.

Statement of Problem

The problem of this project was to develop a resource guide as an aid to more effective high school instruction of Iowa history. The following features for the instructor were to be included as a minimum:

1. Aggressive use of instructional technology (audio-visual) to supplement daily classroom discussion.

2. An increase in existent grade level difficulty from upper elementary to high school.

3. Frequent research assignments, utilizing primary source and oral history techniques to the maximum extent.

4. Sample lesson plans, in both chronological and topical format, highlighting major points to be covered for broad sections of classroom time.

5. Invitation speakers and guest presentations, utilizing untapped local and state resources.

6. Extensive readings, where possible, from a variety of sources instead of one text.

Purpose of the Project

The purpose of this project was to develop, through thorough examination of Iowa's current and past development, an increased awareness in the student for his immediate surroundings. The author was personally interested in local and state history, and believed firmly that effective knowledge of state history was one prerequisite to developing good civic spirit, regional pride, and most importantly a desire to stay in the state to earn a livelihood.

The main beneficiary of this project was hopefully the student body, by virtue of a better-prepared instructor. The state of Iowa had a good educational system which every year produced many fine college graduates. However, there was a severe loss of youth, college-trained and otherwise, from the state to better perceived life and job opportunities elsewhere.

Therefore the development of a research guide for a more effective history course was only one step in the concerted campaign that remained to be completed, to reverse the exodus of Iowa youth.

The author perceived a danger that state history instruction was dying slowly, with less emphasis being placed on it over the years. There was a popular stereotype existent that state governmental systems, indeed the very concept of a state itself, were but weak sisters to the federal government. The belief was widespread that the federal government alone was the only effective means of governing and solving social ills. The author believed that without a grounding in state structures and history, the populace would eventually accept the stereotype as fact, causing faith in state institutions to collapse.

It was anticipated that measurable student feedback would identify later improvements.

Statement of the Need

Iowa enjoyed the highest literacy rate in the nation in the early 1970's. The state boasted of no less than fifty-three institutions of higher learning, broken down in the following manner (17, 111):

Twenty-eight private four-year institutions
Three state universities
Twenty-two community or junior colleges (public and private)

These were supported by a population of 2,800,000, positioning Iowa 25th in population as well as 25th in geographical size. (17, 33)

But in the 1960's no less than seventy-four of the ninety-nine counties actually lost population. (17, 33) The number of persons over seventy-five years of age increased twenty-two percent, while the population under four years old decreased twenty-four percent. (17, 33)

Often the loss was felt most keenly in the younger sector; the brightest and best graduates in the various professions were leaving Iowa. The author perceived that Iowans were doing a wonderful job of training youth for service throughout the country, but that Iowa was being sold short on itself.

In a 1961-64 survey conducted among students in more than seventy Indiana junior and senior high schools, over sixty percent of respondents indicated that some aspect of warfare appealed to them most in American history. (3, 139) This sparked the largest single student response.

In that respect, Iowa's unusually peaceful history did not serve well to strike immediate student interest in an apparently uneventful

past. Iowa recorded a skirmish between French traders and Indians near the future site of Des Moines in the early 18th century, one Indian depredation at Lake Okoboji in 1857, and one direct hit by a Civil War cannonball. (17, 19) Apart from that, Iowa's participation in conflict has largely been limited to sending resources and people somewhere else. This did not make for the blood-soaked history of the type that so often attracted young students. However fortunate this fact was for the state's development, it did not make for easy historical lessons by the casual teacher.

Often where an approved high school text for any subject existed, a resource guide of some type was provided for the instructor's benefit. Without a textbook for guidance, a resource guide became more important for the instructor-turned-lecturer.

Delimitations of the Project

Due to the author's arbitrarily broad definition of history, the resource guide attempted to provide material assistance to the teacher in areas beyond political history. This included social, economic and intellectual or literary happenings, both in the past as well as those events ongoing today in Iowa.

The guide was expected to be especially valuable for the time since World War II, since classroom history instruction tended to halt before that time.

Limitations of the Project

Due to the time factor and the distance from Iowa, the development of this resource guide halted short of employing it in the

classroom. Schooling of dependent youth in Europe, by the transient nature of Army assignments, precluded state history instruction in the local school.

But the resource guide was designed to be limited only by the time and imagination of the instructor when it eventually was incorporated into a formal curriculum. At the time of writing, the author fully intended the study to be put forward to the Iowa State Department of Public Education for its consideration.

Where the specific book, periodical, interview, or audio-visual aid was unavailable for examination, the author attempted to obtain an evaluation of the material through any available reliable secondary source. That failing, the source was listed as unevaluated.

Statement of Procedure

The author's design and procedure was as follows:

1. A chronological pattern was generally followed throughout.

2. Existing textbooks were examined to provide the basis for the following chronology:

   a. Geographical Setting

   b. Pre-Historic Archaeology

   c. French Hunter Trapping - Trading - Mining Settlements

   d. Territorial Days 1803-1846

   e. Iowa's Political Parties and its Governmental Structure

   f. Civil War Participation and Impact

   g. Post-Civil War Agricultural, Business, and Industrial Development 1865-1918

h. The Rise of the Farm and Labor Movements

i. Iowa Between the Wars

j. Iowa Post-1945: Special Topics

(1) The absorption of the immigrant communities

(2) The journalism of the state

(3) Business, agricultural and cultural trends

3. The value of the research projects dealt mainly with the living history, as it was experienced by the primary sources since the turn of the century.

4. No one text provided all the information; arrangements would have to be made for copy permission by the school administration. Where that was not obtained, illustrated lectures were prepared from teacher notes.

5. The length of the course was for forty-five sessions of fifty minutes each, to be developed for a one semester block.

Basic Assumptions

The utility of this study seemed to be greatest in the following "worst case" scenario:

1. That the teacher assigned to instruct Iowa history at the high school was a dedicated, resourceful professional with an abiding personal interest in the subject.

2. That the school district had not purchased any special texts beyond those already approved for the existent program in upper elementary, such as Margaret Posten's This is the Place.

3. That the course was approved locally to be a one semester

elective, with concerted efforts at measuring student/faculty feedback afterwards.

4. That the assigned instructor was notified of his or her task in spring before the scheduled fall class, allowing the summer months to be used for preparation. Specifically, the teacher was allowed to travel the state, assembling, in a fully tax-deductible fashion, the suggested audio-visual aids.

5. That the instructor was willing to issue a personal invitation to guest speakers to lodge overnight in his or her quarters, in the best traditions of professional scholarship.

6. That many of the results of assigned projects were held by the instructor after student completion, to be absorbed into an eventual text suitable for future learning, with appropriate credits.

7. That the first instructor to employ the proposed study was the author, upon his eventual entrance into the Iowa educational structure.

8. That the teaching of an Iowa history course, by the very nature of its subject matter, did not necessarily follow identical development or emphasize the same topics relevant to an American history course.

Definition of Terms

History: That which has occurred at a previous point in time, or during a period of time not necessarily completed. Paraphrasing the historian Jacques Barzun, a scholar of greater repute than this author, "the narrative and analytic arts commonly known as history are open to anyone who can read, write, and think: they require application and intelligence, but unlike the sciences, no mathematics or machinery. In short, history and the methods of history are

but an extension, without change of nature, of the simple utterance 'I was there; I saw it; let me tell you about it.'" (2, viii)

Oral History: That method by which the words of a primary source individual(s) are recorded, whether by auditory magnetic means or directly onto paper, with no attempt at analysis by a second party.

Primary Source: That raw ingredient from which historical analyses are made and preserved for posterity . . . the original account of whatever incident or period of time as remembered by the individual, or as objectively established by archaeological means.

Resource Guide: A collection of ideas, student assignments, and discussion topics, backed by bibliography and implementing instructions, by means of which the instructor's preparation of enabling lesson plans is assisted. The resource guide accomplished the first step to create an eventual high school curriculum: that of collecting, identifying, and evaluating the maximum resources possible.

Secondary Source: Historical accounts or analysis drawn from or performed upon a primary source document.

ORGANIZATION OF THE PROJECT

Chapter 1 presented the problem of the project. Chapter 2 is a review of the major contributions of the most recent available and related literature. Chapter 3 presents the resource guide as the author developed it for history instruction. Chapter 4 presents the resources collected for the instructor's use in identifying future trends for the state and people of Iowa. Chapter 5 contains the summarization of the project and any appropriate recommendations. A bibliography and a series of appendices complete the project.

Chapter 2

REVIEW OF RELATED LITERATURE

AND

OBSERVATIONS ON THE SITUATION

The author attempted to explore the contributions of others to the challenge of teaching state history. Surprisingly, what had been published seemed more concerned with the classification of national history as a social science, rather than with the problem of effectively teaching a state's history. This reinforced a growing belief held by the author that professional education had not yet directed great attention to this area.

Included was a review of the existing legal requirements for Iowa history instruction, as well as a narration of the author's personal experience in sixth grade Iowa history class.

Therefore, this review selected the comments from American history methodology that seemed appropriate to a state history discussion. Those sources identified by the author, but unavailable during research, were listed separately in Chapter 3 as unevaluated resource material.

The legal code of the State of Iowa required that Iowa history as well as reading, writing, spelling, arithmetic, grammar, geography, physiology, U.S. history, and the principles of American government be taught in all public schools. (8, 75) Indeed, the teaching of Iowa history did not become compulsory until 1931. (8, 75)

To implement this, the Iowa Department of Public Instruction decreed the following be taught sometime between grades one through six: "social studies, including geography, history of the United States and Iowa, cultures of their [sic] peoples and nations, and American citizenship, including the study of national, state and local government in the U.S." (9, 2)

The author's only school exposure to Iowa history came in sixth grade, in 1961-1962. Once a week the class proceeded to the television room to see a half hour filmed lecture by a professor of history from the State College of Iowa (now University of Northern Iowa). Invariably the man was "on location" at one spot or another where some historic event had occurred in Iowa. The capstone of the lecture was always a sketch, executed before the camera, incorporating some aspect of the particular history event into a memorable design.

Because he was intrigued by television, the author rather enjoyed the lectures. Neither did he mind writing up a half-page summary of the broadcast. But that feeling was not apparently shared by the other students. There was no established text other than some old, worn workbook from which the class answered questions with full-sentence replies. What was worse, from the standpoint of overall development, was the fact that there was no sense of continuity, whether chronologically or topically. In short, to fulfill the requirement, the elementary students were given a weekly historical shot, imparting only bits and pieces of history rather than overall comprehension.

The preceding was not meant to aim criticism at any particular lecturer or teacher. It did, however, demonstrate the lack of

emphasis that the existing educational system placed on Iowa history in 1961-1962. Whereas newer, revised texts such as Margaret Posten's This is the Place--Iowa and Professor William Houlette's Iowa--The Pioneer Heritage, were published since 1962, the requirement to teach them on anything more than an elementary level remained unchanged.

Credible contributions towards this situation therefore were gained only by offering systematic solutions. Maurice G. Baxter, Robert H. Ferrell and John E. Wiltz spread their efforts over the state of Indiana from 1961-64, visiting more than seventy schools and surveying hundreds of teachers, librarians, and students. Although their attention turned upon American history instruction, several of the problems they uncovered and their recommendations were relevant.

They reported that the key factor in teaching American history, as in any subject, was the talent, energy, level of knowledge, enthusiasm, and imagination of the teacher. Important still, though to a lesser extent, were improved textbooks, television and other audio-visual aids, or an unorthodox and presumably more sophisticated curriculum. (3, 17)

In Indiana, forty-five percent of the surveyed teachers had their Bachelor of Science degrees in education. Sometimes this meant that the American history teacher had completed no more than fifteen to eighteen hours of undergraduate work in history, usually in the form of freshman or sophomore survey classes. (3, 19) Naturally, at least a third of that coverage included world history, not involving the United States. As a result, the surveyed teachers displayed weakness in the

following:

1. Exposure to historical literature,
2. Faint grasp of historical methods and philosophy, and
3. Dated historical interpretations, keyed to college textbooks ten to twenty years old. (3, 19)

Further education of the teacher, especially a postgraduate degree in history, was required to insure that the teacher had the knowledge capability to teach more material than what was present in the students' texts. The instruction of history involved rigorous analysis and explanation. With no more preparation than what was required in Indiana for a Bachelor of Science in education, attempts by the uninformed and nonreading teacher to lead the students in analysis and explanation were disastrous to the student. (3, 28)

The above Indiana study also demonstrated a widespread failure on the part of teachers to take an active interest in the literature of history. (3, 134) For a variety of reasons too numerous to blame any single one, a significant number of Indiana teachers were restricting themselves merely to an advance reading of the assigned text prior to the day's classes. This was obviously not conducive to rigorous scholarship in the classroom, because in such cases the teacher had precious little more to add to the inquiring student than what could have been acquired from the text.

Naturally, the ideal history teacher supplemented the assigned readings by outside material, disseminated by short but powerful lectures. This required a high degree of showmanship, combining sheer animal force on the lectern with sufficient classroom discipline to minimize daydreaming and window-gazing. It was assisted by the

administration of frequent tests covering the text as well as the lecture material.

Again, the survey found that reality fell far short of this goal. Instead, the researchers found increasing use of "supervised study" where a portion of each class, usually the last 10-15 minutes, was set aside for the students to study their next day's assignment. Ostensibly this occurred under the teacher's benevolent eye. The researchers made this observation:

> Discerning teachers know that students are capable of day-dreaming for long periods of time, and that what might seem to an adult as an impossible amount of time wasted is just an episode in a student's general intellectual nirvana. Many students do not yet have large interests in life; too many concerns of adults are to them only matters of theory; they have no thoughts of numbered years and sadly missed opportunities. (3, 76)

The researchers noted, in response to teacher indignation, that there was no single answer to this situation, but did provide a telling comment:

> Periodically there are renewed efforts to achieve uniformity and to intensify interest [in history courses]. Fresh proposals, more conferences, further expert advice, and revised guides follow, but very often with not much different results. The gap between the ideal and the practice remains wide . . . To say this is not to deprecate what may be an attractive and sound structure for the course, but only to recognize the fate of previous attempts. The majority of teachers will probably not put it to work. Anybody's plan passed on to others seems destined to the same kind of ineffectual and . . . The remedy, if there is one, consists in helping the individual to make his own plan instead of giving him one. (Emphasis added) (3, 65-6)

The last statement provided the impetus for the development of the remainder of this project. By aggressively compiling a resource guide for the teacher, a more flexible teaching plan of the teacher's own design can hopefully be obtained. Following the thrust of Baxter,

Ferrell, and Wiltz, this resource guide can provide the teacher with identifiable sources in addition to the assigned text.

This of course did not necessarily reflect the status of state history instruction in Iowa, either in 1961-64 or in more recent times. But three points seemed significant:

1. The Indiana survey dealt with the instruction of U.S. history in high schools, a subject of far wider scope than what was evident in the presentation of the history of one small state.

2. It was therefore logical to suppose that the problems of state history instruction were no better, if not much worse, because of the lack of national emphasis on the problems involved in the teaching of fifty separate state programs.

3. A review of Michael Reynolds' 1975 Guide to Theses and Dissertations: An Annotated International Bibliography of Bibliographies produced no listing of any dissertations dedicated to the study of state history programs, much less for Iowa history in itself.

In this case, the absence of specific work in the Iowa field practically shouted for someone to begin the effort. Once a project was started, the greatest obstacle of inertia was overcome, and hopefully the attention of others was turned toward this as well.

This chapter would not be complete without acknowledging the efforts put forth by Professor William Houlette in providing a bibliography of magazine articles after each chapter in his basic text. Similarly, William J. Petersen's Iowa History Reference Guide, which he assembled in 1942 as president of the State Historical Society, must be

acknowledged. Perhaps their efforts, expanded by this project, will provide the start mentioned above.

Chapter 3

IDENTIFICATION OF RESOURCES

From a number of varied references, the researcher extracted bibliographical information concerning topics relevant to Iowa history. Where possible, each was evaluated for its ability to answer several questions posed by the researcher for each topic. Sources long out of print were retained even though bibliographical information on them was incomplete, since the objective of this project was to provide the teacher with all potential means of assistance. Partial knowledge of the existence of an old book or journal article was better than no knowledge at all, and random library search activities described in this chapter may have been successful.

Once identified, the sources were organized arbitrarily according to this topical listing:

Geographical Setting

Prehistoric Archaeology

French Trapping, Trading, and Mining Influence

Territorial Days, 1803-1846

Political Parties and Governmental Structure

Civil War Participation and Impact

Post-Civil War Agricultural and Business Development, 1865-1918

Rise of the Farm and Labor Movements

Iowa Between the Wars

Iowa Journalism

Each listing provided more than sufficient information for the teacher to prepare a series of ten minute lectures supplementing whatever Iowa history text the class used. Recognizing the overlapping factors influencing any aspect of history, the researcher expected many sources to be useful for more than one topic. For the sake of brevity, however, each source was listed only once.

The listing included periodical articles and films, none of which the history teacher would likely have found available without contacting the nearest university library.

To complete the chapter, the researcher set forth descriptions of supplemental activities to be accomplished either by the instructor or by the students as part of their research assignments. They were as follows:

Oral History Research Assignments

Teacher Activities

Continued Search

A summary then concluded the chapter.

GEOGRAPHICAL SETTING

Ultimate historical perspective could not be gained without first understanding the geographical background. An excellent classroom technique to introduce this subject was a backward, questioning line of chronology as follows:

Q. Where are most of Iowa's present influential communities located? A. They are located on the sites of earlier pioneer settlements.

Q. Why was any one settlement located in its particular position? A. For survival, the settler located usually near sources of food, water, and some means of transportation.

Q. And what other group of people had the same criteria for selecting campsites? A. The Indians.

Q. For a diet of meat, one went where the animals wer . . . and where were the animals? A. Wherever sufficient vege· ·ion existed to support their particular needs, so went the animals.

Q. So what dictated the location of the vegetation? A. This depended on the distribution of various soils and the water table beneath them.

Q. Why were the various soil and water resources distributed about Iowa as they were? A. Because of the geological processes which formed Iowa, geographical setting was the virtual bedrock of historical comprehension.

This was admittedly simplistic, but made so in order to drive home the realization that the state's strengths and weaknesses were founded originally in Iowa's geography.

Andreas Atlas Company. Historical Atlas of the State of Iowa. Iowa City: 1875, 558 pp.

Briggs, John E. "A Geological Palimpsest," Palimpsest, Vol. I, No. 5 (November 1920), pp. 133-142.

Keyes, Charles Rollin. "Annotated Bibliography of Iowa Geology and Mining," Iowa Geological Survey, Vol. XXII (1913), pp. 157-908.

_____. "Bibliography of Iowa Geology," Iowa Geological Survey, Vol. I (1892), pp. 209-464.

Lee, James H. "Bibliography of Iowa Coals," Iowa Geological Survey, Vol. XIX (1909), pp. 659-687.

Nelson, H. L. A Geography of Iowa. Des Moines: Wallace-Homestead Publishing Company, 1976. (International Standard Book Number 0-87069-172-4, asking price $3.95)

Parvin, Theodore Suttin. "Earliest Maps of Iowa," Magazine of American History, Vol. XXIII (1890), pp. 416-417.

Petersen, William J. "The Geography of Iowa," Palimpsest, Vol. XIX, No. 7 (July 1938), pp. 264-274.

_____. Iowa: The Rivers of Her Valleys. Iowa City: State Historical Society, 1942.

State Conservation Commission. Iowa Fish and Fishing. Des Moines: State of Iowa Conservation Commission, 1951.

Trowbridge, Arthur C. "The Mississippi in Glacial Times," Palimpsest, Vol. XL, No. 7 (July 1959). Facts and principles of glaciation, including maps of the glacial history of the Mississippi.

Wilson, Ben Hur. "The Geode Beds of Iowa," Palimpsest, Vol. XXIX, No. 5 (May, 1948), pp. 145-155. Account of the geode beds of southeast Iowa.

The following film is available from the State University of Iowa:

Our Iowa. U-2113, 33 minutes with sound, color.

PREHISTORIC ARCHAEOLOGY

This was one subject area on which the enthusiastic teacher could have spent one entire semester without exhausting the potential material. Archaeology was nothing but the objective retrieval and evaluation of earth-held evidence dropped during thousands of years of human littering. Of all the historical techniques and disciplines, none employed as scientifically precise, measurable methods as archaeology. Retrieval and evaluation of historical evidence, by archaeological means, lessened the possibility that individuals interested in goals other than accurate historical research could have secretly rewritten history and presented it as authentic truth.

The OSA (Office of the State Archaeologist) in Iowa City, phone (319)-353-5175/5177, was a rich source for Iowa's PAST (Programming Archaeology for School Teachers). This program was a joint venture of OSA and the Iowa Department of Public Instruction, in order to prepare ten film strips and audio cassettes on Iowa archaeology topics. The OSA professionals as well as the lay members of the Iowa Archaeological Society were very eager to expand archaeological education into the schools to preserve Iowa history. Archaeology was still a relatively young discipline, and much help by many people was necessary.

The Texas Archaeological Society (Box 161, Southern Methodist University, Dallas) developed a quality slide show with cassette narration entitled Evidence of the Past. The scenes were of course all from Texas, but the program presented a comprehensive overview of archaeology as a science, and was an excellent introduction for the students to the overall field.

Besides those mentioned above, other unevaluated sources were as follows:

Anderson, Duane C. "The Development of Archaeology in Iowa: An Overview," Proceedings of the Iowa Academy of Science, Vol. 82, No. 1, 1975, pp. 71-86.

_____. Western Iowa Prehistory. Ames: Iowa State University Press, 1975. (ISBN 0-8138-1765-X, illustrated, and available at $3.95)

Christensen, Thomas P. "The Mound Builders," Annals of Iowa, Vol. XXXI, No. 4 (April 1952), pp. 300-308.

Keyes, Charles Reuben. "Prehistoric Indians in Iowa," Palimpsest, Vol. XXXII, No. 8 (August 1951), pp. 285-344.

McKusick, Marshall. Men of Ancient Iowa. Ames: Iowa State University Press, 1964.

FRENCH TRAPPING, TRADING, AND MINING INFLUENCE

The effect of the French upon Iowa was immediate and obvious, in the form of initial discovery, place names, and the early lead mining industry. But the teacher may have wanted to guide the students toward a deeper evaluation, seeking answers to questions such as these:

1. Just how many Frenchmen penetrated Iowa in the seventeenth and eighteenth centuries?

2. How highly did the French regard Iowa's resources in relation to other areas in North America?

3. What relationship did the French develop with the various Indians in the area?

4. How did that relationship affect later settlement?

Knowing the very transient nature of French contact in Iowa, sources beyond textual references continued to be very difficult to locate. This particular unit might gain in the future by being united with the archaeology section, combining a unit on Iowa Indians with this to form a unit on historic archaeology as opposed to prehistoric. The teacher will have to judge this after actual classroom exposure.

To flesh out an admittedly scanty well of materials, these were identified:

Briggs, John Ely. "Indian Affairs," Palimpsest, Vol. XXI, No. 9 (September 1940), pp. 261-277.

Cole, Cyrenus. A History of the People of Iowa. Cedar Rapids: The Torch Press, 1921.

_____. Iowa Through the Years. Iowa City: State Historical Society of Iowa, 1940.

Cuthbertson, Richard D. A History of Lead Mining in the Dubuque Area. Des Moines: unpublished Drake University Thesis, 1952.

Gue, Benjamin F. History of Iowa, Vol. I. New York: The Century History Company, 1903.

Mahan, Bruce E. Old Fort Crawford and the Frontier. Iowa City: State Historical Society of Iowa, 1926.

Petersen, William J. "Iowa Under Spain," The Palimpsest, Vol. XLIX, No. 11 (November 1958). (Note: Though Spain did carry title to the territory composing Iowa for a few years, its control was probably even looser than that of France.)

_____. "Julien Dubuque," The Palimpsest, Vol. XLIX, No. 11 (November 1958).

Quigley, Iola B. "Basil Giard," The Palimpsest, Vol. XLIX, No. 11 (November 1958).

Robeson, George F. "The Fur Trade," Palimpsest, Vol. XXXIX, No. 2 (February 1958).

Swisher, Jacob A. "Mining in Iowa," Iowa Journal of History and Politics, Vol. XLIII, No. 10 (October 1945)

Wilson, Ben Hur. "Tesson's Apple Orchard," The Palimpsest, Vol. XLIX, No. 11 (November 1958).

The following films from the State University of Iowa were relevant for this period:

Dubuque. UK-4897, 28 minutes with sound. Dubuque landmarks.

Durango. UK-5199, 30 minutes with sound. Describes the lead mining activities in Iowa.

McGregor. UK-4896, 28 minutes with sound. Details Iowa's discovery by Marquette and Joliet.

Prairie du Chien. UK-5201, 30 minutes with sound. Concerns fur trading and Indian councils.

TERRITORIAL DAYS, 1803-1846

This was the period of time where the Iowa textbooks showed their headlong flight through history, becoming many pages longer and necessitating more school periods to cover. The year 1803 of course marked the date of Iowa's enclosure into the U.S.-controlled domain,

along with the resulting settlement effort and appearance of preserved written records. Still, it was quite easy to gain the subconscious impression that somehow Iowa's important history began with this period.

Political events in areas outside Iowa began to assume greater importance as the area was included in a shifting series of territories. Settlement patterns became noticeable, as the push for settlement shifted gradually from southerly to easterly. This was demonstrated in a significant shift in slavery sentiment as the Iowa territory was finally defined and admitted to statehood.

At this point diaries became valuable to historical lessons, although a few listed below were written after 1846. The diary sources were listed by year of their subject matter occurrence. Since some were kept on cross-country travels, only portions were obviously written in or about Iowa.

1820 Kearny, Captain Stephen Watts (1794-1848), frontier soldier. Military Exploration Journal, July-August 1820. Council Bluffs to St. Peters expedition, between upper Missouri and Mississippi to open up route between present-day Omaha and Minneapolis. Describes forts, towns, Indian villages and geography.

Annals of Iowa. 3d series, Vol. X (1912), pp. 343-371.

1832 Anonymous. Indian Diary, April-May 1832. Details of Black Hawk War and brief notes of Indian activities.

Iowa Journal of History and Politics. Vol. VIII (1910), pp. 265-269.

1835 Anonymous officer of 1st U.S. Dragoons. Military journals covering marches of the Dragoons from Des Moines to near the mouth of the Boone River.

Iowa Journal of History and Politics. Vol. VII (1909), pp. 331-378.

1836 Rieger, the Reverend Joseph (1811-1867). Born Bavarian, then of St. Louis, Missouri. Extract of private diary running from November 1836 to August 1837, detailing the life of a Christian missionary in Illinois, Iowa and Missouri.

"The Followers of Duden," Missouri Historical Review, Vol. XVIII (1923-24), pp. 216-225.

1838 Sanders, Cyrus (1817-1887). Settler in Johnson County, Iowa. A travel diary, covering December 1838 to January 1845. Details his journey from Ohio to Johnson County, with observations on taverns, cooking, gambling, dentists, and surveying.

Iowa Journal of History and Politics. Vol. XXXVII (1939), pp. 52-88.

1843 Salter, William (died 1910). Congregational minister of Jackson County, Iowa. Missionary journal, covering November 1843 to January 1846. He described his work in the area around Jackson County, observing the pioneers on the frontier, commenting on slavery and liquor, and describing educational efforts.

Annals of Iowa. 3d series, Vol. XIX (1933-35), pp. 539-553, 592-613; Vol. XX (1935-37), pp. 26-49.

1843 Audubon, John James (1785-1851). This naturalist kept notes of his Iowa visit that year.

Annals of Iowa. 3d series, Vol. XVI (1928), pp. 403-419.

1844 Allen, Captain James (1806-1846). This Ohio officer of the 1st U.S. Dragoons kept a military journal of their march into the Indian country of northern Iowa Territory.

Iowa Journal of History and Politics. Vol. XI (1913), pp. 68-108.

1846 Anonymous. This private diary of the Mormons' trek from Nauvoo, Illinois to the Salt Lake covered their route across southern Iowa. There were long, detailed entries which should be of great value.

Utah Genealogical History Magazine. Vol. XV (1924), pp. 55-59, 104-109, 166-171; Vol XVI (1925), pp. 19-24, 71-76, 118-123, 160-167; Vol. XVII (1927), pp. 118-126, 209-214.

1848 Anonymous. Travel diary, June-July 1848, noting journey through the upper Des Moines Valley.

Annals of Iowa. 3d series, Vol IX (1909-1910), pp. 94-104.

1849 Williams, Major William (died 1874) of Westmoreland County, Pennsylvania. This man served as sutler at Fort Dodge, Iowa, and kept a military travel journal covering May to July 1849, from St. Louis to Fort Snelling, Minnesota.

Annals of Iowa. 3d series, Vol. XII (1921), pp. 241-281.

Other public collections of documents pertaining to this period were as follows:

Fitzpatrick, T. J. "Bibliography of the Iowa Territorial Documents," Iowa Journal of History, V, No. 4 (April 1907), pp. 234-269.

Johnson, Jack T. "Guides to Iowa Territory," Palimpsest, Vol. XX, No. 3 (March 1939), pp. 65-76.

Kirkpatrick, Inez E. Stagecoach Trails in Iowa. San Francisco: J-B Publications, 1976. (LC 15-56295, ISBN 0-916170-03-9, available at $25.00)

Mott, Frank Luther. Literature of Pioneer in Iowa. Iowa City: State Historical Society of Iowa, 1923, 89 pp.

Stiles, Cassius C. "Public Archives Divisions," Annals of Iowa, 3d series, Vol. XVI (October 1927), pp. 107-130.

Finally, these reprinted pieces offered some help as a source to the aggressive teacher:

Galland, Isaac. Iowa Emigrant. Chillicothe, Ohio: William C. Jones, 1840. (Reprinted by the State Historical Society of Iowa, 1940.)

Lea, Albert M. Notes on the Wisconsin Territory. Philadelphia: H. S. Tanner, 1836. (Reprinted by the State Historical Society of Iowa, 1935.)

Newhall, John B. A Glimpse of Iowa in 1846. Burlington, Iowa: W. D. Skillman, 1846. (Reprinted by the State Historical Society of Iowa, 1957.)

POLITICAL PARTIES AND GOVERNMENTAL STRUCTURE

Students may well have been quite familiar with Iowa's Republican tendencies in the majority of presidential elections, but the researcher questioned their knowledge with statehouse, U.S. senatorial, and Congressional representative election statistics. Therefore, before a search for historical references could be in order, a trip down the hall to the civics teacher for election results seemed wise.

Without arousing emotional value judgments, this unit was designed to point student attention toward these questions:

1. What factors allowed the Republican Party to assume such influence so early in Iowa history?

2. Was it true that the 1862 Homestead Act, in opening large areas of public land within Iowa as elsewhere, caused great sympathy for a Republican administration?

3. What made the Democrats so unpopular for such a long time?

4. Was there any connection between the form of Iowa's state government and the party in power at the time?

5. What caused the 1857 revision of the Iowa Constitution?

6. What trends were evident in the last 130 years concerning the amount of support given either party by various segments of the Iowa population?

7. What third parties have arisen in Iowa? Why? (This may have tied in to other units.)

To the library stacks, then, with these results:

Cole, Theodore Lee. Historical Bibliography of the Statute Law of Iowa. (University Law Bulletin) Iowa City: The University of Iowa, 1891, pp. 39-48.

Eriksson, Erik M. "The Boundaries of Iowa," The Palimpsest, Vol. VII, No. 5 (March 1926), pp. 21-29.

James, J. A. Constitution and Admission of Iowa into the Union. Johnson Reprints, 1973. (Reprint of 1900 edition, ISBN 0-384-26742-4, available at $6.25)

Millsap, Kenneth F. "The Election of 1860 in Iowa," Iowa Journal of History, Vol. XLVIII, No. 4 (April 1950), pp. 97-120.

Moylan, H. S. "Bradford's Iowa Reports," Iowa Law Review, IV (May 1938), pp. 104-106.

Nourse, Charles C. "A Delegate's Memories of the Chicago Convention of 1860," Annals of Iowa, Vol. XI (October, 1920), pp. 454-466.

_____. "The Birth of the Republican Party in Iowa, 1854-1856," Iowa Journal of History, Vol. LIV, No. 1 (January 1956), pp. 1-34.

Sparks, David S. "The Decline of the Democratic Party in Iowa, 1850-1860," Iowa Journal of History, Vol. LIII, No. 1 (January 1955), pp. 1-30.

Entries for later units intertwined political events with later developments.

CIVIL WAR PARTICIPATION AND IMPACT

This unit was not meant to be a military reporting of the ebb and flow of battle lines outside the state. Rather, the researcher was interested in the internal results of Iowa's part in this period.

Literature on the Civil War existed in abundance. As mentioned before, this subject seemed to attract historians' and students' attention alike. However, except for determining the number of troop units sent outside the state, and their eventual duty assignment, this unit concentrated on events inside Iowa during this unfortunate conflict. Important questions to be answered:

1. What were the draft arrangements in Iowa, how were they administered, and how did the public perceive them?

2. What percentage of draft age males actually went into Union service?

3. How much Confederate, or anti-war, sympathy existed in Iowa? Specifically, why such a concentration around Poweshiek, Mahaska, and Keokuk Counties?

4. What was the result to the Iowa economy?

5. What personal stories could be uncovered about frontier family life, minus husbands, fathers, or sons?

6. How long did the bitterness last after the war?

Primary source research may again have been helpful to determine some of the above answers. Given the existing historical methods of post-Civil War times, the researcher doubted the accuracy of published statements covering anything beyond statistical participation and impact. This increased the value of primary sources.

Until more such sources were found, though, the author was forced to be satisfied with this supplemental material:

Arena, Frank C. "Southern Sympathizers in Iowa During the Civil War Period," Annals of Iowa, Vol. XXX, No. 1 (January 1951), pp. 486-538.

Cook, Luella E. "History of Iowa Counties," Iowa Journal of History, Vol. XXXVI, No. 4 (April 1938), pp. 115-151.

Historical Records Survey: Iowa. Inventory of the County Archives of Iowa. Des Moines: The State of Iowa, 1940 (Mimeograph).

County Number 14	Carroll	July	1940	141 pp.
County Number 18	Cherokee	May	1939	180 pp.
County Number 25	Dallas	August	1938	168 pp.
County Number 31	Dubuque	February	1938	172 pp.
County Number 47	Ida	May	1938	154 pp.
County Number 50	Jasper	December	1938	183 pp.
County Number 81	Sac	July	1940	164 pp.
County Number 97	Woodbury	May	1940	371 pp.

Ingham, William H. "The Northern Border Brigade of 1862-1863," Annals of Iowa, 3d series, Vol. I (October 1902).

Mills, George (editor). "The Sharp Family Civil War Letters," Annals of Iowa, Vol. XXXIV, No. 7 (January 1959), pp. 481-532.

Rosenberg, Morton M. Iowa on the Eve of the Civil War. Norman: University of Oklahoma Press, 1972.

Rutland, Robert. "The Copperheads of Iowa: A Reexamination," Iowa Journal of History, Vol. LII, No. 1 (January 1954).

Stiles, Cassius C. "Public Archives of Iowa," Annals of Iowa, 3d series, Vol. X (January-April 1912), pp. 273-319.

Wilson, Ben Hur. "The Southern Boundary," Palimpsest, Vol. XIX, No. 10 (October 1938), pp. 413-424.

POST-CIVIL WAR AGRICULTURAL AND BUSINESS DEVELOPMENT 1865-1918

To many history students, this period seemed to be the most boring period to study. The stereotyped frontier had moved further west, the soldiers and the Indians were gone, and some semblance of law and order prevailed. The American history courses which the students were subjected to seemed to cover this in disjointed fashion: colonial and early history to 1870 one semester, and U.S. history since 1870 the next semester. So the yawns began and eyelids drooped while the students settled back to wait for the Spanish-American War.

However, some very detailed assistance was available for the teacher. First, Harvard University came to the rescue. Dr. Solon Justus Buck, author of The Granger Movement: A Study of Agricultural Organization and its Political, Economic, and Social Manifestations (Cambridge: Harvard University Press, 1913, 384 pp.), exhaustively examined the 1870-1880 period. The Granger movement, though nationwide in its eventual impact, drew its primary strength from the Midwest. In just ten years it materialized from nothing, grew to a startling national political force, and disappeared from the national scene to remain a state influence. (6, 238)

Dr. Buck presented several detailed graphs depicting the astounding shift of political voting. Additionally, he discussed

valuable material on why such shifts occurred among the farming states, how they resulted from the savage industrial conditions prevalent then, and how they influenced the farm social life. He pictured the organization as the first of a continuing effort to unify farm production as part of a cooperative effort to improve the farmers' lot.

It was instructive at this point to see how many of the students, especially if the school covered rural areas, had heard of the Grange before. The author of this paper remembered being taken to Grange Hall square dances as a young child, evidence of the lasting social impact of this organization even though it had collapsed politically nearly a century before.

Secondly, a balance to the agricultural development described above was found in another Harvard book. Richard C. Overton's Burlington West: A Colonization History of the Burlington Railroad (Cambridge: Harvard University Press, 1941) concentrates on railroad expansion, perhaps the most critical factor in nineteenth century development. Overton explained the problems that the railroad encountered in acquiring the properties legally belonging to it by the various federal laws, as well as the properties' orderly sale and transfer to settlers. The Burlington Railroad seemed shrewder, or perhaps more ruthless, in attracting buyers. In Iowa, as in the whole nation, the railroads made no profit until there were settlers along the line, to whom the lines could haul freight. (12, 29)

The above works presented cold facts, from which startlingly different value judgments and conclusions could be drawn.

A farming diary, kept by one William Savage (1833-1908) of Cedar County, Iowa, was available for examination of the period March 1856 to October 1863. Mr. Savage's account dealt with the daily life of a farmer and naturalist in Iowa, involving some repetition but still holding the readers' interest. It is close enough to the farming conditions of post-1865 to be considered indicative of the time. The teacher can find it reprinted in: Annals of Iowa, 3d series, Vol. XIX (1933-35), pp. 83-114, 189-220, and 470-474; Vol. XX (1935-37), pp. 140-150, 459-471, and 535-543.

Other unevaluated sources not listed in the bibliography covering this period were:

Iowa State Library. "The Laws, Journals, Documents, etc. Published by Iowa, 1838-1890," The Biennial Report of the State Librarian, 1838-1890, Des Moines: G. H. Ragsdale, State Printer, 1891, pp. 164-203.

Petersen, William J. "Wolves in Iowa," Palimpsest, Vol. XLI, No. 12 (December 1960), pp. 517-564.

Shipton, W. D. "Bibliography of the Driftless Area," Iowa Academy of Science Proceedings, Vol. XXIV (1917), pp. 67-81.

Tjernagle, N. "Pioneer Foods and Water Supply," Annals of Iowa, Vol. XXXI, No. 4 (April 1952), pp. 276-299.

THE RISE OF THE FARM AND LABOR MOVEMENTS

This unit appeared to be closely tied to the preceeding one, except that here the researcher desired to develop the how and why of the above citizens' reaction to business expansion. Just as industry underwent technological change, so did agricultural efforts. The members of both the earlier farm movements and the following labor unification efforts were united, in their respective camps, by the savage

business competition of the latter nineteenth and early twentieth centuries. It would seem to follow that the farm and labor movements would logically have united their resources. Yet that did not happen.

Sources identified in the last unit, such as Buck's The Granger Movement, appeared equally useful here, but were not listed to avoid needless repetition.

Bowers, William L. "The Fruits of Iowa Progressivism, 1900-1915," Iowa Journal of History, Vol. LVII, No. 1 (January 1959).

Clark, Dan Elbert. One Hundred Topics in Iowa History. Iowa City: State Historical Society of Iowa, 1914, 39 pp.

Conrat, Maisie and Richard Conrat. American Farm: A Photographic History. Boston: Houghton-Mifflin, 1977.

Fraker, Fleming C. "The Beginnings of the Progressive Movement in Iowa," Annals of Iowa, Vol. XL (Spring 1961).

Heise, Marjorie Ross. "The Friendly Farmers Stations," Iowa Journal of History and Politics, Vol. XLII, No. 10 (October 1944).

Iowa Agricultural Experiment Station. List of Publications. Ames: Iowa State College of Agriculture and Mechanic Arts (now Iowa State University), 1937, 15 pp.

Nixon, Herman C. "The Populist Movement in Iowa," Iowa Journal of History and Politics, Vol. XXIV, No. 1 (January 1926).

Petersen, William John. Two Hundred Topics in Iowa History. Iowa City: State Historical Society of Iowa, 1932, 96 pp.

Ross, Earl D. Iowa Agriculture: An Historical Survey. Iowa City: State Historical Society of Iowa, 1951.

Throne, Mildred. "The Anti-Monopoly Party in Iowa," Iowa Journal of History, Vol. LII, No. 2 (October 1954).

IOWA BETWEEN THE WARS

This unit was within living memory of the parents of the high school students of the 1970's. Therefore, at this point a wider opportunity for oral history arose. As the state's transportation and

communications networks improved, so did the state's history more closely parallel the development of U.S. history overall.

Topics of special concern were: the agricultural problems of the Depression, since agricultural income was still greater than industrial income; the conquest of Iowa's mud road system; and the disappearance of horse-drawn agriculture.

This unit was also toward the end of the term, leading to great potential problems of time management and student preoccupation. Not the least of these challenges was the reinforced impression that somehow history ends at 1945, because of the above end-of-term rush.

Archie, David. "The Cow War," The Iowan, April-May, 1959.

Archie, Willard D. "An Iowa Toll Turnpike," The Iowan, October-November, 1952.

Hileman, R. G. "An Iowa Road Challenge," Palimpsest, Vol. XLVI, No. 2 (February 1965).

Kramer, Dale. "Farmers in Revolt," The Iowan, April-May, 1960.

MacDonald, Thomas H. "Iowa's Road Reputation," The Des Moines Register and Leader, March 21, 1917.

May, George S. "The Good Roads Movement in Iowa," Palimpsest, Vol. XXXVI, No. 1 (January 1955). (This appeared again in February 1965 Palimpsest.)

Petersen, William J. "Morman Trails in Iowa," Palimpsest, Vol. XXXVII, No. 11 (November 1956).

Ross, Earle D. Iowa Agriculture: An Historical Survey. Iowa City: State Historical Society, 1951.

Sage, Leland L. A History of Iowa. Ames: Iowa State University, 1974. (ISBN 0-8138-0840-5, available at $9.95)

Schneider, Dorothy. Patterns and Perspectives in Iowa History. Ames: Iowa State University Press, 1972. (LC 77-153160, ISBN 0-8138-0865-0, illustrated and available at $7.95)

The stereotype called forth here was often that of the home town weekly, published by local interests to provide business advertisements and light social news. But the important question to be asked involved the role of newspapers in early Iowa, especially since that was often the only medium available until well into the twentieth century. How did early editors influence the public vote? Where were these people trained? What relationship developed between the forty-four dailies, 376 weeklies, and the Iowa-based nationally known newspapers such as the present Des Moines Register-Tribune? (13, 54)

Expanding beyond this, the researcher wondered about the effect that Iowa journalism had upon the rest of the nation, whether by force of its publications or by Iowa-trained journalists. How did Curtis Publishing Company get its start? What happened to that firm after the demise of the glossy picture magazines? Where are the majority of Iowa-trained journalists now employed?

Lastly, the researcher could not ignore the impact of the fourteen television stations or the 130 AM or FM radio stations within the state boundaries. When were they started? Where did their advertising budget come from? How many were network affiliates as opposed to being local or public broadcast units?

From these sources, then, the journalism unit was supplemented:

Aldrich, Charles. "Journalism of Northwest Iowa," Annals of Iowa, 3d series, Vol. XIII, pp. 509-528 (January 1923).

Brigham, Johnson and others. A Book of Iowa Authors. Des Moines: Iowa State Teachers' Association, 1930, 247 pp.

Budington, Margaret and Fitzpatrick, T. J. "A Bibliography of Iowa Publications for 1898-1905," Iowa Journal of History, Vol. I-V (July 1903-July 1907).

Coffey, Wilbur John. A List of Books and Pamphlets Written by Cedar Rapids Authors. Dubuque: Columbia College Library, 1930, 42 pp.

Garver, Frank H. Bibliography of Sioux City Authors. Sioux City: Academy of Science and Letters, 1904.

Iowa Commission to the Louisiana Purchase Exposition. List of Books by Iowa Authors. Des Moines: Iowa Library Commission, 1904, 30 pp.

Iowa State University School of Journalism, Ames. (Instructor should ask to view the official school history kept there.)

McMurtrie, Douglas C. The Beginnings of Printing in Iowa. Des Moines: privately printed, 1933. Extracted in Annals of Iowa, Vol. XIX (July 1933), pp. 3-22.

_____. Directories of Iowa Newspapers, 1850-1869. Des Moines: privately printed, 1935. Extracted in Annals of Iowa, Vol. XXI (July 1935), pp. 11-25.

_____. "The First Printers of Council Bluffs," Annals of Iowa, Vol. XII (July 1931), pp. 2-11.

_____. "Pioneer Printing in Iowa," National Printer Journalist (December 1932). No further information available.

Macy, Katherine Young. Notes on the History of Iowa Newspapers, 1836-1870. Iowa City: University of Iowa Press, 1927, 114 pp.

Marple, Alice. Iowa Authors and Their Works: A Contribution Toward a Bibliography. Des Moines: Historical Department of Iowa, 1918, 359 pp.

Moffit, Alexander. "A Checklist of Iowa Imprints, 1837-1860," Iowa Journal of History, Vol. XXXVI (January 1938), pp. 3-95.

_____. "Iowa Imprints Before 1861," Iowa Journal of History, Vol. XXXVI (April 1938), pp. 153-205.

Mott, David C. "Early Iowa Newspapers: A Contribution Toward a Bibliography of Newspapers Established in Iowa Before the Civil War," Annals of Iowa, 3rd series, Vol. XVI (January 1928), pp. 161-233.

Springer, John. Memoranda Relating to the Early Press of Iowa. Iowa City: Iowa State Printing Office, 1880, 17 pp.

University of Iowa School of Journalism, Iowa City. (Instructor should ask to see the history of the school.)

The following books, published more recently, should be easier to locate:

Paluka, Frank. Iowa Authors: A Bio-bibliography of Sixty Native Writers. Iowa City: Friends of the University, 1967, 243 pp.

Peterson, William J. The Pageant of the Press: A Survey of 125 Years of Iowa Journalism, 1836-1961. Iowa City: State Historical Society, 1962, 118 pp.

ORAL HISTORY RESEARCH ASSIGNMENTS

Just as many universities had their day honoring alumni, a proud community school often provided at least pictures and names of past graduates. This provided a starting point for locating the oldest living graduate of the school in the immediate area, and for slowly building a data base from which to judge how many graduates were leaving the community or the state.

Talking to the oldest living graduate accomplished several objectives. First, a primary source was tapped to indicate what school conditions were like so many years before. Second, the individual provided more clues as to which families had existed in the area the longest. Third, the individual was in a position to offer advice, which may or may not have been taken, as to what type of education would better have prepared him or her for later career work. Fourth, by checking names and addresses of the individual's classmates against school records, some type of conclusions could be made on the conditions drawing some personnel away and holding others in that locality. Lastly, this interview provided more personal information on the "country school"

system, which had been the earliest educational system in the state. If photographs were provided of the country schools, the individual could provide a wealth of detail about the structures and the daily educational existence within them.

Besides seeking out the older high school graduates, the students' efforts benefitted from interviewing area farmers who had experienced the transition from horse-drawn agriculture to internal combustion engine mechanization. Interviews with such people emphasized the personal aspects of such a major technological change. Visits with local farm organization leaders, such as Farm Bureau, National Farmers' Organization, and the various cooperatives produced more data for the students to study concerning the increase of farm productivity, the expanding size of the farm, and the political interests of the farmers.

Interviewing area farmers, verified by trips to the County Recorder's office, produced captivating information concerning family control of farms. A list of area farm ownership since original homesteading gave the students a better idea of economic power within the community.

TEACHER ACTIVITIES

There were several activities for enriching the individual's awareness of Iowa history and events which were either too involved, expensive, time-consuming or potentially sensitive to dispatch students on assignments. So the teacher had to pull out his camera and notebook, and journey off on leisure time to investigate.

Each summer the Des Moines Register sponsored an "Annual Great Bike Ride Across Iowa" (RAGBRAI). Entries and details were obtained by writing the newspaper. The event turned into a social occasion in many small Iowa towns, as an aggregate group of six hundred bicyclists pedaled their way across Iowa's west-east axis of lesser traveled roads. Besides keeping fit, participants had the opportunity to make numerous contacts with other Iowans. A history teacher, armed with a notebook, camera or at least a sharp eye for map details, could have enriched his own perception of the subject matter.

Expanding the travel routine, the teacher also could have benefitted from a visit to each of the fifteen state institutions, listed as follows (13, 58):

School for the Blind:	Vinton
School for the Deaf:	Council Bluffs
Hospital for the Feeble Minded:	Glenwood
Mental Hospitals:	Clarinda
	Cherokee
	Independence
	Mount Pleasant
Annie Wittenmyer Children's Home:	Davenport
School for the Mentally Retarded:	Woodward
State Sanitorium:	Oakdale
Veterans' Hospital:	Knoxville
Soldiers' Home:	Marshalltown
Juvenile Home:	Toledo
Training School for Girls:	Mitchellville
Training School for Boys:	Eldora
Penitentiary:	Fort Madison
Reformatory for Men:	Anamosa
Reformatory for Women:	Rockwell City

The nature of these institutions precluded them from being popular tourist attractions. However, the history instructor was trying to gain an understanding of Iowa's people and how the society functioned. The efforts represented by these institutions were as much a part of

Iowa's social history as conventions were to the state's political history.

While in each of the above towns, a trip to the local library held great promise. The author had a personal experience by which he descended to the basement of the Montezuma library, only to stumble upon an excellent selection of old, worn books destined for disposal at a book agency outside the state. For a nominal fee, the author came away with several out-of-print histories which would have been nearly impossible to find in any other circulating library. This situation was likely to exist in many other small town libraries in the hinterlands, and could undoubtedly have been exploited to a greater extent.

Lastly, the records held in the attics of the ninety-nine county courthouses constituted excellent grass-roots material for the researcher. Books such as Edward and Jacqueline Stanek's Iowa's Magnificent County Courthouse, published by Wallace-Homestead of Des Moines in 1976, provided a beginning guide to this venture.

Back in the home town, the local newspaper files provided yet another rich source for the patient researcher. If the files were microfilmed, so much the better. However, if the files consisted literally of one copy each of past issues, a greater immediacy was injected into the project because of newsprint's transient nature.

CONTINUED SEARCH

A 1971 examination of Poweshiek County records for the prairie east of the researcher's home town showed no private farming purchases until 1855. Montezuma itself was not settled until just before Iowa

statehood was achieved, the thrust of inhabitation having come from the wooded, rolling southwest section of the county. Given similar geographical and soil scenery, settlement patterns in other like sections probably did not originate much earlier. Homesteading the land did not cease until the opening years of the twentieth century.

It therefore was entirely possible that children of the original settlers could still have been alive in 1978, although their numbers few and memories quite dim. This assumption was the key to locating additional original accounts of settling the land. In the small Iowa towns, descendants of many of the earliest families were still present. Allowing for some measure of forgetfulness and senility, a discussion with an elderly son or daughter of an original settler could have been historically beneficial as well as personally heartwarming.

Some care had to be paid to the interview techniques. As the researcher discovered in his earlier efforts to visit with elders, a highly visible amount of due respect was necessary, without patronization. Nor did the researcher receive direct answers to specific questions. Rather, the researcher probed for general objectives, noting in detail items holding later interest.

But this particular search sought to produce unpublished written records of the farming conditions faced by the original settlers. These took the form of diaries, letters, monographs, memoirs, or even graffiti on barn walls. The sons or daughters sometimes remembered the existence of their parents' writing, and might well have produced it for the researcher. Surprisingly, most of the elders interviewed had never been asked such questions before.

Specific topics pursued were:

1. Why did that particular settler come to Iowa? When?

2. What was the decision process that led him or her to select his original farm site? Was it bought sight unseen from a railroad agent, or by other means?

3. How were the property boundaries identified?

4. Were there any early sketches or photographs of the farm or any farm structures?

5. When were the first crop yield records kept?

6. Which were the farm family's best and worst years? What were the causes?

7. Were there any special thoughts or impressions after the very first day of plowing or tree clearing?

The answers received by the interviewer, or produced by newly discovered documents, might well have been inaccurate. But until contradicted by other evidence, this represented the first step toward transcribing local history.

SUMMARY

This chapter sought two goals. First, the teacher was provided a listing of sources relevant to a series of arbitrary Iowa history topics. Second, an attempt was made to describe additional activities toward uncovering more local and oral history. From this research guide the researcher hoped a solid base was established to imaginatively pursue Iowa history instruction.

Chapter 4

IOWA AND ITS FUTURE

In the pluralistic political society of 1978, students of state developments must not only have observed Iowa's contributions to the nation, but also the benefits returned to the state. This included federal spending, business investment, population shifts, educational development, technological advancement in agriculture and industry, literary affairs, and leadership in any national matter. In short, the student had inquired into the power and influence wielded by Iowa society on American contemporary life. Expressed in its simplest terms, the student essentially asked the question, "How many facets of Iowa life would have made a national Who's Who, if one existed for institutions, ideas, and activities as well as for individuals?"

This was not meant to reverse the students' thinking to some reactionary state's rights program. It was, however, designed to awaken in the student a healthy consideration for power and influence among the various states, the federal government, and within Iowa itself. Population, with resulting political representation, was the most obvious feature to study. But income, derived by whatever method from within the state or without, as well as intellectual prowess, seemed to the author to be fully as important as political representation.

Questions to be pursued by the teacher for this unit were therefore as follows:

1. How much seniority did Iowa's senators and representatives

in Congress possess?

2. What committees or intergovernmental groups seemed to occupy the majority of these individuals' creative energy?

3. Which of these individuals, if any, came to wield power far beyond that normally possessed in a Senate or House position? Why?

4. How did Iowa fare, in terms of taxes paid to the federal government as opposed to the value of total federal goods, services, and funding directed back into the state?

5. What status did Iowa's professionals, i.e., teachers, doctors, lawyers, etc., as well as the schools which produced them, enjoy in relation to those elsewhere in the nation?

6. What changes in Iowa agriculture were affecting the national scene? Were the farmers any closer to unifying as an economical or political force in 1978 than they were one century before?

7. How were Iowa businesses performing on the national and international markets, compared to past performance and to other U.S. businesses?

8. What was the current labor situation like?

9. What was being done statewide to reduce the outflow of valuable Iowans, and to increase the influx of out-of-staters? Of those Iowans who had departed, what loyalty did they possess for their home state?

10. In what manner was Iowa life being recorded for posterity?

11. What ethnic vestiges remained of the various immigrant pockets around the state, such as:

Dutch	Pella, Orange City, Oskaloosa
Bohemian	Spillville

Czech	Traer
German	Amana, Marengo
Danish	Audubon, Exira

12. What was the political, social, and economic status of the Indian settlement near Tama?

13. What was the political, social, and economic status of other Iowa minorities, such as blacks and Mexican-Americans?

14. How successful was the state's "Century Farm" Program in awakening the Iowa populace to Iowa's past?

15. Concerning the various traditional gatherings as the State Fair, the Sidney Rodeo, and the many county fairs, how successful were these events in drawing a cross-section of Iowans?

16. Knowing the skill with which national polls are conducted, how many polls of equal objectivity were conducted state-wide to determine answers to questions of state impact? Which, if any, pollsters were based in Iowa?

17. Lastly, what steps were being taken to prepare Iowa society, labor, business, agriculture, education, and the professions for the next century? Were weak points being corrected, and strong points reinforced?

It was perhaps the modern period of study that could have been enhanced by a study of Iowa's Creative Writing Workshop, chaired by the honorable Paul Engle in Iowa City. Answers to the above posed questions would likely have changed with the passage of time and its inevitable alteration of historical perspectives. Therefore, why not study the state through the eyes of current writers? Gary and Judith Gildner edited a book entitled Out of This World: Poems from the Hawkeye State

(Ames: Iowa State University Press, 1975) which provided creative perspective, and there were others available to the curious.

Concerning politics and government, one of the issues subject to the most radical change in interpretation over time, the following works were available:

Allen, Edward S. Freedom in Iowa: The Role of the Iowa Civil Liberties Union. Ames: Iowa State University Press, 1977.

Bowman, Harold M. Administration in Iowa: A Study in Centralization. New York: Columbia University, 1968. (Reprint of 1903 Studies in Social Science, serial number 46, AMS Press)

Hahn, Harlan. Urban-Rural Conflict: The Politics of Change. Sage Publications, 1971.

But overall, perhaps the best method by which to observe this period was through the eyes of the various people living it . . . an excellent opportunity to invite outside speakers from all walks of life into the classroom to describe current life and occupations within the state.

Useful resources were found by contacting such groups as: the Iowa 2000 Committee (c/o Institute of Public Affairs, University of Iowa, Iowa City 52242), Mid-Iowa Community Action (MICA Central Office, 30 South 1st Avenue, Marshalltown 50136), or by consulting local members of the Iowa Arts Council, Iowa Retired Teachers' Association, the American Association of Retired Persons, the Jaycees, Lions Club, etc.

More could and would be found by carefully searching various local newspaper coverage. The most vital ingredient seemed to be that of a curious, lively imagination towards "all things Iowan."

As with some of the topics listed in the previous chapter, the proposed contents of this portion of Iowa history instruction were quite

tentative. At least one rendition of the course was necessary to adjust the efficiency of course methods.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The problem of this project was to develop a resource guide for the instructor's use in creating a more effective high school Iowa history course. Resources identified through this project presented additional information from which the instructor could, by means of a daily lecture, supplement the classroom text.

SUMMARY

This project divided Iowa history into an arbitrary set of topics, roughly following a chronological sequence. As resources were uncovered and evaluated to the maximum extent possible, they were assigned to one or more topics. Where books were long out of print, data on reprint availability was provided.

The last such attempt to assemble a resource guide was William J. Petersen's Iowa History Reference Guide, completed more than a quarter century before this project. Scholarship in Iowa history did not remain static, and this project sought to bring the effort up to date.

CONCLUSIONS

Through his researches, the author noted that such current periodicals as Annals of Iowa and Palimpsest, as well as the former Iowa Journal of History, provided large amounts of material. It seemed a wise

idea therefore that the high school library carry complete sets of these periodicals.

There were several areas which this project did not address, specifically:

1. Weather and climate were not addressed in the geography portion, thus leaving out any objective discussion on the effects of tornadoes which frequently struck the state. Additionally, no resources were identified concerning the role of earthquakes in changing the river boundaries of the territory that became Iowa.

2. The effect of religion, as represented by Protestant, Catholic, and Mormon missionaries and clergymen, was not addressed as a separate topic.

3. The relationship between Indians and settlers, as well as those among immigrant settlers was left nearly untouched.

4. The possibilities of conducting an aggressive early photograph search among Iowa family scrapbooks were left unexplored for the time being. Similarly, a technical discussion of how to re-photograph these pictures into slides was felt to be valuable, but not appropriate to this paper.

5. Considering the amount of historical effort dedicated to Iowa's military history and to biographies of famous Iowans, this paper left these areas alone.

From the researches described previously, the author concluded that educational attention had not been directed extensively toward the problems of teaching state history. Therefore, wide circulation of this paper among interested educators seemed advisable.

RECOMMENDATIONS

This project's value could be measured only by employing it in the classroom, and by obtaining feedback from teachers and students. With that in mind, it should be distributed for comment.

Because of the scarcity of some of the listed references, frequent lectures seem to be a key portion of the exercise. Only in this manner can the problem of obtaining sufficient copies be sidestepped. The teacher may be lucky to locate even one copy of some references.

But the most urgent recommendation, and perhaps the best one by which to conclude this project, is that some scholar should now seize the moment and mold all the aforementioned references into a single, definitive text on Iowa history.

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APPENDICES

APPENDIX A

QUESTIONS THE TEACHER SHOULD ASK OF HIMSELF

QUESTIONS THE TEACHER SHOULD ASK OF HIMSELF

1. What is my own college background in history?

2. In what area do I possess graduate credit?

3. What have I read in U.S., midwestern, or Iowa history recently?

4. In examining my personal reading program, at what level is my historical effort?

Frederick Lewis Allen	Richard Hofstadter
Samuel Flagg Bemis	Arthur S. Link
Henry Steele Commager	Samuel Eliot Morison
Lawrence H. Gipson	Allan Nevins
Eric F. Goldman	Vernon Parrington

5. What do I know of recent historiographical methods?

6. How much of my classroom time have I been yielding to supervised study?

7. Are my present lesson plans any more than a list of discussion questions from the textbook? Do I provide supplemental information? Do I require any writing assignments from the students?

8. Am I prepared to give something besides true-false and multiple choice examinations?

9. Am I creating an intellectual, an anti-intellectual, or a non-intellectual atmosphere in the classroom and in my own professional dealings with other teachers?

10. Can I cultivate a relationship with the nearest college history department?

11. Do I have any contact with the local or state historical society? Historical professional association?

12. Am I a member of the American Historical Association?

13. Do I associate good teaching with classroom technique or with knowledge of history? (3, 34)

14. Am I prepared to do some historical research and writing on my own? (3, 35) Examples:

    Read books on intellectual, literary, economic and social history as well as political history.
    Take interest in historical interpretation.

Understand the nature and use of history.
Range beyond the textbook in my classroom.

APPENDIX B

QUESTIONS TO ASK OF THE SCHOOL LIBRARIAN

QUESTIONS TO ASK OF THE SCHOOL LIBRARIAN

1. How extensive is the Iowa portion of the library's American history section?

2. Which of the following periodicals is subscribed to by this library:

   Palimpsest
   Annals of Iowa
   The Iowan
   American Heritage
   Journal of American History (formerly Mississippi Valley Historical Review)
   Iowa Journal of History
   Iowa Journal of History and Politics

3. Does this library have access to Interlibrary Loan (ILL) with the public library or with any university library system?

4. Does this library possess practical photocopying capability?

5. What type of liaison exists with nearby public or university libraries?

6. How much money am I allotted to order books from you?

7. How many purchases of historical literature have there been recently?

8. How much use does the library history section receive?

APPENDIX C

LETTER TO A GUEST SPEAKER

LETTER TO A GUEST SPEAKER

_____, 197_

Dear _____,

Let me introduce myself--an Iowa history teacher, guiding a group of __ eager high school students through an elective course covering Iowa history.

During the time frame _____ to _____ the class will be covering (topic or chronology unique to this man's knowledge or position). Your name has repeatedly come to mind as an authority on this special subject, which leads to this special request: Could you arrange, on your admittedly busy schedule, to come to (town and school) and address our students? Permission has been granted to offer you a small honorarium of _____. I invite you to stay overnight in my quarters, to enjoy a leisurely meal and to engage in a lively exchange of views over many subjects.

Should we be fortunate enough to be granted your acceptance, the students' learning emphasis will be concentrated in the following areas: (provide annotated list). Naturally, your remarks need not be limited to the above list. Please notify if you desire any special audio-visual equipment, and I will attempt to have it prepared for you.

Please note the attached sketch map showing the location of our school in (city). The school administration office phone number, as well as my home phone, is listed.

We will attempt to get all the Iowa history students together for your presentation, which I recommend you hold to thirty or forty-five minutes, with time afterwards devoted to questions. I think you'll find the students to be an inquisitive group.

Again, I hope you'll be able to accept this invitation. Principal _____ is also eager to meet you, and he has authorized me to show you some of the highlights of our school.

Respectfully,

_____

The following professions provided excellent potential for guest appearances:

State Archaeologist
Local County Recorder
Retired Community Leaders
Iowa History Professors (UNI, SWI, ISU)
Soil Conservation Service Representative
State Historical Society Representative
State Authors

APPENDIX D

HISTORY TEACHING METHODOLOGY

HISTORY TEACHING METHODOLOGY

As mentioned previously, there is a body of educators, however small in numbers, whose members are deeply interested in the development of more effective history teaching throughout the nation's schools. The main thrust of the effort is still directed at U.S. history; therefore those whose attention is directed at a state history curriculum will have to extract such ideas as seem appropriate to a particular program.

The periodical listings below have been extracted from the last three years of the standard reference text, Educational Index. The periodicals are not likely to be found in the majority of high schools in Iowa. Interested teachers must travel to the nearest college or university library to obtain access.

The book listings have been taken from another U.S. reference text, Books in Print. They were not available to the author through the U.S. Army Europe Inter Library Loan system or through the university library system of the city of West Berlin.

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APPENDIX E

SAMPLE OUTLINE OF A LESSON PLAN

SAMPLE OUTLINE OF A LESSON PLAN

The author was not arrogant enough to maintain that this model was the only effective one. However, the author did feel it important to list some essentials basic to good classroom organization, which would apply to any of the proposed units on Iowa history.

Date:

Class Period: 50 minutes

Class Presented to:

Previous Student Assignment for this Class:

Number of Students:

Audio-Visual Instructional Aids Required:

Quiz Subject Matter (to be administered at teacher's discretion):

Classroom Seating Arrangement (centering about the teacher, not the window):

1. Review of previous day's assignment, to answer any lingering student questions (if applicable). Time Allotted: 5 minutes

2. Discussion of the day's reading assignment, utilizing question and answer technique, with books open or closed as the teacher deems most effective. Time Allotted: 30 minutes

3. Tie-in of assignment to appropriate films or guest speakers, emphasizing significant points. Time Allotted: 5 minutes

4. Lecture: supplemental material from outside sources delivered orally by the teacher, and presented as testable material. Time Allotted: at least 10 minutes

5. Administrative announcements, and assignment of next day's reading or writing assignment. (on the chalkboard)

The author held it as an article of faith that enthusiastic and comprehensive knowledge of a subject combined with polished speaking style could not help but attract more students' interest and increase their learning. Only time would tell.